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ABSTRACT

Addressing educational accountability concerns requires a new level of collaborative activity among state government, universities, local school districts, education service centers, professional associations, and the business community. Collaborative efforts can obtain greater efficiency and cost-effectiveness by using stakeholders' strengths to address the principal's career, from recruitment through retirement, as a seamless web of professional experiences. This report develops the rationale for recommendations concerning the recruitment, preparation, and career development of Texas principals. Recruitment and selection should involve all stakeholders, embody vigorous procedures and job-related criteria, and ensure consideration of only able, genuinely interested individuals. Principal preparation should comprise preservice and induction stages. A preservice, 36-hour masters-level program should be delivered primarily by universities; stress practical, problem-solving activities in school settings; and culminate in a state examination conferring provisional certification. Induction should involve collaborative guidance and supervision, training and growth opportunities provided by professional associations, and possible recommendation for professional principal certification (renewable at 5-year intervals, based on demonstrated, continuing competence). Funds should be directed from general preparation purposes to intensive, specific training for a carefully selected group of aspiring professionals. Contains five appendices and an executive summary. (MLH)

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